



2019-2021 Public Charter School Program Start-Up Grant (Subchapters D and E)
COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 31, 2019

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
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Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

April 1, 2019 – February 28, 2021

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: Federal Definition of a Public Charter School

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Elementary School for Education Innova** CDN **152-806** Vendor ID **81-3587723** ESC **17** DUNS
Address **P. O. Box 2468** City **Lubbock** ZIP **79408** Phone **806-407-0878**
Primary Contact **Gary Lee Frye, EdD, GPC** Email **glfrye@gmail.com** Phone **806-787-6137**
Secondary Contact **Merinda K Condra, JD** Email **merinda@condralaw.com** Phone **806-407-0878**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name **Merinda K Condra, JD** Title **Superintendent**

Email **merinda@condralaw.com** Phone **806-407-0878**

Signature  Date **12/10/2018**

Grant Writer Name **Gary Lee Frye, EdD, GPC** Signature  Date **12/10/2018**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

RFA # **701-19-102** SAS # **419-19**

2019-2021 PCSP Start-Up Grant (Subchapters D and E) 701-19-102-002

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Developing the physical infrastructure - IT-support, classrooms, offices, instructional materials, etc. - for 8/22/19 projected opening of classes. The quantifiable items will be obtaining the items needed to start school.	We will advertise for bid & use buy-boards/state surplus property to provide the items need to have functional classrooms and other areas of campus ready to affective provide services to students. We are using connections made over the years in developing area consortiums to make contacts for these are other needed items.
Develop ESEI specific policies and procedures and other systems for day-to-day and long-term operations of campus according TEA requirements. The quantifiable items will be to have the written items.	We will use the information from the charter schools association and traditional school operations to develop policies/procedures book for ESEI along with developing our prudent person systems for our customary systems. Within this we will also start to form the culture of ESEI within CIP/DIP formate.
Obtain the students to enroll and staff to run ESEI in a manner that allow for our students to pass STAAR, make more than adequate academic / social-emotional progress, and be ready to return to ISDs.	We will begin the system to find student and staff for ESEI who fit into our dyslexia/ADHD focus model along with building the system for family support that will be extended beyond K-5 to allow ESEI to be the advocates in Lubbock County for this sub-population of students.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

To have enrollment campaign established by 3/15/19 with it producing 90% filling of student enrollment by 6/1/19. To start hiring staff by 2/28/19 and have 85% staffing by 5/28/19 so that 70% of the certified staff members can enroll in the Take Flight 2-year dyslexia training program in May 2019. Starting 2/10/19 bidding furniture, software, services, food-service, etc. to allow by 7/20/19 the facilities of ESEI to be ready for students & teachers. Starting 3/28/19 town hall meetings with least 75% contracted staff & 60% of families and their enrolled students in attendance over the 4 meetings to build the culture of ESEI to have 8/15/19 kick-off for the 2019/20 school year of Lubbock's newest school. To have by 9/30/19 the policies/procedures with student academic and related information on-line in secure system with 50% of families using.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Obtain school records on the students from the other ISDs. Establish system of test students that allows grouping based on dyslexia/ADHD needs aligned to the Take Flight system. Provide families with general information and home-based academic and SEL aids to allow for the ESEI concept to be started in the homes. Hire core staff and enroll them in Take Flight 2-year training. Obtain the infrastructure items for the campus. Establish operational procedures that meet TEA requirements. Develop the technology infrastructure of ESEI assuring that Federal/State safeguards are met in system that families and staff will use. These items will allow ESEI to open in the 2019/20 school year ready to serve that targeted student population. Develop special population systems to allow for all students to be served in the appropriate manner while meeting federal requirements for inclusion in Title, Compensatory Education, and other Federal/State programs. Begin developing the culture of ESEI to promote student success in addressing their educational needs.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Finish the development of the campus infrastructure, enrollment of student, hiring of staff, and developing the culture of ESEI. Have community kick-off to introduce ESEI to Lubbock County and build relationships to the other ISDs so that they will know that we will share information about meeting the academic/SEL needs of this population of students. Start the IHE (Institution of Higher Education) based research on the most effective methods of teaching these students and how to build these students skills for that they can have life success. Provide all the PEIMS data to TEA. Build a different system of staff development where ESEI leaders are there to increase every teachers' ability because we have outside contracted teacher evaluator who are not ESEI staff. Engage in 6-week evaluation of students' growth on academic/SEL skills gained. Provide assessments to the student/family concerning growth. Have systems to integrate special needs students in a manner that protects confidentiality while creating systems for academic/social-emotional learning (SEL).

Third-Quarter Benchmark

Finish the development of the campus infrastructure, enrollment of student, hiring of staff, and developing the culture of ESEI. Have first 6-weeks celebration showcasing ESEI to Lubbock County and build relationships with the other ISDs so that they will know that we will share information about meeting the academic/SEL needs of this population of students. Start the IHE based research on the most effective methods of teaching these students and how to build these students skills for that they can have life success. Provide all the PEIMS data to TEA. Build a different system of staff development where ESEI leaders are there to increase every teachers' ability because we have outside contracted teacher evaluator who are not ESEI staff. Engage in 6-week evaluation of students' growth on academic/SEL skills gained. Provide assessments to the student/family concerning growth so that parents can be full partners in their child's education and social-emotional growth with the goal of creating life-long learners who know how to "Own Their Problem" by addressing same to have life success.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

ESEI Leadership is committed to creating a culture where continuous improvement on how we can develop an instructional staff who feel safe in asking aid to better meet the needs of the students that they see. Additionally, at the administrative level, we are seeking to build systems where the management of the school is held to the same standards. ESEI has applied to be in the upcoming cohort of the System of Great Schools (SGS). The goal of SGS is to - Building the capacity of school districts to create high-quality, best-fit school options for their students. SGS does this through the use of three guiding principles. Manage School Performance - Conduct an annual quality seats analysis and strategic school actions planning, process that informs your Call for Quality Schools. Expand Great Options - Administer an annual Call for Quality schools to identify high-capacity educators and partner organizations to incubate new, replicate successful, and restart struggling schools with a focus on autonomous networks. Improve Access to Options - Increase access to school choice options and helps families identify and attend their best fit schools. Even if ESEI is not selected for this grant we are working with two staff of Manor ISD (MISD was SGS cohort 1 member) who were trained in this system and will be providing the framing of this SGS system at ESEI. The benefits seen at MISD of making real world improvements to the systems designed to meet SMART goals to meet or exceed expectations was another reason for this selection of contract service providers. They will also be able to provide Lone Star Board training and Texas Teacher Evaluation and Support System (T-TESS) evaluations for ESEI. The board training will provide ESEI's school board with specific rubric measures to determine overall and start-up effectiveness of the activities related to this and our other funded grants.

Both individuals are T-TESS certified evaluators and will be contracted to do the teacher evaluations. This allow the campus leadership team to focus on building the skill-sets of the staff to better meet the academic/SEL needs of our students because we will not be doing the formal evaluation of the staff. This change in the culture of ESEI - third party evaluations - will allow the staff the freedom to work together in PCLs, coming to leadership for suggestions on pedagogical methods, and look to raise the abilities of all staff to meet student/family needs because the T-TESS evaluation will show how WE are meeting the needs of OUR students. The staff will know that the leadership is just as interested in making them better and not finding evaluation issues. This will carry over to students because we will model how to fix problems.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that their financial accounting system adheres to the following requirements:
 - a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 6. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) funds.
- ☒ 7. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 8. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 9. The applicant certifies acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
- ☒ 10. The applicant provides assurance that the 1) charter approved by the commissioner of education or the 2) existing charter as approved by the applicable state authorizer and the Application for New School Designation is incorporated by reference into this grant application and addresses statutory requirements in compliance with P.L. 107-110, Title V, Part B, Subpart 1, NCLB.
- ☒ 11. The applicant provides assurance that it will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#).

Statutory Requirements

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

The leadership staff of ESEI and some of our contractors were initially board members during the development of the Charter 23 application. The selected board of ESEI were also members when the TEA application was developed and form working relationships with the leadership team. The 501c3 that was given the charter was started by the founder of ESEI with the intent to have the ability to raise funds before the state charter was received. To date from the NewSchools Venture Fund and the Walton Family Foundation (WFF) ESEI has obtained over \$540,000 in start-up investments that has allowed us to have leverage resources to have board training, initial school infrastructure development, and allow leadership staff to devote time to the creation of the campus.

The board of ESEI was built out of the development of the concept of focusing on the dyslexic/ADHD sub-population because of needs that these members knew from either being a member of this sub-population, having children who were members, and/or conducting IHE (Institution of Higher Education) research & classes on the subject. This gives ESEI board and leadership a different take on our focus of giving these students the ability to have the skills to be successful in traditional public-school setting. We see ESEI as having a true partnership with the Lubbock County ISDs in terms of we will have enough students in the sub-population to provide the needed intense instruction needed to allow our students to be accelerated to the point they can address their issues to have academic/SEL success.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) has expired.

ESEI is developing a Program of Grant Writing instead Of Writing a Grant for a Program. We have submitted proposals to the Burns Foundation (testing & training) and KLE Foundation (leadership) for over million dollars that are designed to leverage the TEA Start Up funds while building additional methods to expand the services that we can provide to staff, students, and parents. We will further be seeking operational funds from NewSchools that are designed to help cover the initial campus systems/infrastructure needs of a new charter.

ESEI leadership further is budgeting the TEA ADA (Average Daily Attendance) funds in a manner that will allow us to meet TEA guidelines while building a fund-balance. We budgeted the 270 project student at only 85% ADA with the remained being used to create a Fund Balance. Since we have had over 500 families express interest and believe that 95%+ attendance rate will be seen because we will meet student needs, we will be receive funds from TEA when Year-End ADA accounting justification is done. We believe that ADA will be at least at the 95% level because when these students are having their needs meet they will want to come to school. The focus on SEL and restorative discipline systems will further increase the desire of students to be at ESEI. Last, because our parents will be full partners in their child's education, we will have systems (social workers) who will be able to meet non-school family needs that will promote building strong relationships. This will make ESEI a community hub for this sub-population building systems to meet their needs.

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

No waivers requested.

Statutory Requirements

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

ESEI is looking to use the 20+ years experience of our leadership in the development of grant consortiums to do something for the ISDs that our student will come from and return in the 6th grade that is unique. This being seeking TEA and other grants that we will share resources with these ISDs as partners. Two current TEA grants are being developed with this concept. First is the READ (Reading Excellence and Academics Development - Competitive Letters of Interest) where ESEI has met with all the ISDs in Lubbock County to head a consortium to build the 60 K-5 teacher group to apply. Because of ESEI dyslexia focus we are also in contact with the Scottish Rite Learning Center of West Texas to provide the Director & Instructional Coach for the program. This will allow all the area ISDs who join ESEI's consortium to have a system to increase the literacy of our K-5 students. Second is the Perkins Reserve grant for high school - a program that will benefit ESEI students when they return to their school of origin. The ESEI staff member has worked with the South Plains Workforce Board to develop similar programs and is using the development of this proposal as an example of how ESEI will be a value added player as Sergiovanni (1990) developed in his book Value Added Leadership. Both of these proposal developments show that ESEI is attempting to develop systems that will allow the lost ADA to the ISDs that our come can be replaced. This will show that we have the overall interest of all students within Lubbock County regardless of where they attend. This should build the working relationships among the ISDs to allow us to model how working together we can raise the expectation for all Lubbock County students.

The specific \$800,000 requested in this proposal will provide the three stated needs in the following manners. Developing the physical infrastructure - IT-support, classrooms, offices, instructional materials, etc. - for 8/22/19 projected opening of classes will be done by obtaining the stuff of school - desks, chairs, phone system, IT servers, wireless access, projectors, student & staff platforms, printers, copiers, etc. These items will be coming from a combination of this grant and the WFF grant for leveraging of resources. Other grants (READ) will have additional items related to infrastructural needs that will increase ESEI staff's ability to meet academic/SEL student needs. This also shows how we have an overall non-traditional funding plan that will assure the sustaining of ESEI beyond the 2020/21 school year. The development ESEI specific policies and procedures and other systems for day-to-day and long-term operations of campus according TEA requirements begin with the awarding of the first NewSchools grant. Funds from this grant allowed ESEI to join Texas Charter Schools Association (TCSA) who are similar to Texas Association of School Boards (TASB) but have extended polities & procedures that are specific to Texas Charters. ESEI will become a member both because of board and other trainings that will expand our knowledge of effective school management and board development. We will also join Texas Association of School Administrators (TASA) because of Mid-Winter conference and that this association provides systems related to the day-to-day operations of ISDs. These memberships and the knowledge gain will allow ESEI to have effects polices & procedures to manage the campus according to TEA guidelines. The last need to obtain students to enroll and staff to run ESEI in a manner that allow for our students to pass STAAR, make more than adequate academic / social-emotional progress, and be ready to return to ISDs is why ESEI parent 501c3 was formed. With 20% of students in American having dyslexia (Reading Horizons, 2016) this is one of the largest sub-populations of students. The ESEI system will allow research to be done on the most effective methods of educating these students. We, with our IHE research partners, will develop systems that will be shared with other ISDs to increase all ISDs abilities to effective serve this population of students. The social media systems that ESEI is developing and the direct advertising for students will allow us to develop the core number of students needed to provide a lab-school-type setting to determine the most cost effective systems of education. Since we will share what we learn in scholarly and practitioner setting this will improve education outcomes for this 20% of all students.

ESEI requires this \$800,000 in start-up funding to allow for the infrastructure of the school to be created from opening day. This will show these students that they are not "dumb" but have not been taught in a manner that allows them to learn how to overcome their individual learning differences. This is because they have never been in setting where there was a direct focus on this 20% of the student population. The one additional benefit is what is good instruction for dyslexic student is good for all students (International Dyslexia Association, 2017). Thus ESEI receiving these funds will allow us to create systems of education that will benefit all students in Texas. We will show how by expanding academic/SEL systems that are effective for our students will raise outcomes for the other ISDs that learn about this unique blending of methods with the goal of meeting each student's needs.

Statutory Requirements

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

ESEI's CFO/special Population Coordinator is in unique position to allow all the staff to meet the needs of our students as it relates to IDEA (Individuals with Disabilities Act). First, his Masters is in Special Education and he holds preK-12 Special Education certification along with English as a Second Language. He taught for 9-years as special education teacher providing K-12 course instruction. Further, he holds 12 other teaching certifications from TEA (allowing him to teach preK-12 all the required subjects). This pedagogically base allow him to integrate all the K-5 courses into a special education formate. Additionally, he hold Special Education Counselor and Educational Diagnostician certifications (with two other professional) which gives him the qualifications to development of special education IEP (Individual Education Plan) along with the testing of students. Also, at Lubbock-Cooper ISD he established the district dyslexia system in mid-90's along with being the District Homeless Liaison for 17-years. Last, he is a parent of doubly gifted (both in the Gifted/Talents (GT) program and LD (Learning Disabled) at Lubbock ISD) child. His son was able to use this doubly gifted set of skills to graduate from Texas Tech University.

Gary Lee Frye, EdD, GPC, will be able to work with the staff and the families of special education students in a manner that reflects the overall goals of ESEI concept. He will be able to 'talk' from the preceptive of educator with advance degree in the special education field but more importantly as a parent of child who had this label but was able to graduate from a university. He has worked with the other leadership staff to develop the PGP (Personal Graduation Plan) system that will develop IEPs for all students. This is because using the IEP system can show each student how they can maximize their educational, social-emotional, and CCMR (College Career Military Readiness) outcomes so that that can have life-success. ESEI believe that we will develop the pre-CCMR skills that our student need to become true life-long learners who can help develop the 85% of jobs that will exist in 2030 haven't been invented yet according to research from Dell Technologies (Rich, 2018). ESEI believes our students will be in unique position to do this because they already see the world in different manner. By learning how to Own Their Problem and work within the traditional school setting they will see new ways of creating wealth and working.

ESEI will develop policies & procedures that provide special education screening for all students. This system will be integrated into the three Tier system of instruction (Shapiro, 2011). The heart of any Response-to-Intervention (RTI) model lies in the use of tiered instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties. RTI models consist of three tiers of instructional processes. At Tier 1, considered the key component of tiered instruction, all students receive instruction within an evidence-based, scientifically researched core program. Usually, the Tier 1 instructional program is synonymous with the core reading or math curriculum that is typically aligned with state standards. The intent of the core program is the delivery of a high-quality instructional program in reading or math that has established known outcomes that cut across the skill development of the targeted area. Tiers of instruction can be differentiated on several dimensions. One dimension is the intensity of the instruction. Because students at Tier 2 are below expected benchmarks for their grade but have less intensive needs than those at Tier 3, interventions at Tier 2 involve instructional programs that are aimed at a level of skill development considered to be further along the continuum of skill acquisition than that seen at Tier 3. For example, a 2nd grade student who has been placed into Tier 2 for reading may already have well-developed skills in phonics and alphabetic principles underlying the reading process but may be struggling with the development of fluency in reading connected text. By contrast, a similar 2nd grade student identified as being at high risk and placed into Tier 3 may lack the more foundational skills of decoding and need intensive work on phonics. Clearly, these two tiers are being differentiated based on the nature of the instructional program, which is directly matched to the student's level of identified risk. The Tier System leads to the students being tested for Special Education and serve as the basis for determining if there is a special education need or that it is the lack of quality instruction that is cause the defeatists to be seen in the student. This system of developing special education services aligns with ESEI's overall concept and design for individualized learning for all students.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment		90	90	90											270
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	28	Total Parents	125	Total Families	250	Total Campuses	1								

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment		90	90	90	90										360
Total Staff	35	Total Parents	150	Total Families	300	Total Campuses	1								

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment		0	0	0											0
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	0	Total Parents	0	Total Families	0	Total Campuses	0								

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	None		
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)	<input type="text" value="\$325,000"/>
Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)	<input type="text" value="\$475,000"/>
Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)	<input type="text" value="\$800,000"/>

PAYROLL COSTS (6100)

BUDGET

Instructional, leadership, and support staff with benefits during creation and 30 days implementation	<input type="text" value="\$275,679"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Board training, software, IT-support, enrollment & accounting system, PEIMS management	<input type="text" value="\$221,876"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Infrastructure supplies desks, chairs, technology, software, and related items	<input type="text" value="\$277,445"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel to conferences and other locations to develop ESEI culture, policies, procedures	<input type="text" value="\$25,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

none	<input type="text"/>
<input type="text"/>	<input type="text"/>

TOTAL BUDGET REQUEST